The Association of History Teachers of the Middle States and Maryland

Proceedings of the Meetings held in Nineteen Hundred Eighteen at New York and Princeton

NUMBER 16

PRICE ONE DOLLAR

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To BECOME A MEMBER of the Association of History Teachers of the Middle States and Maryland send a cheque for one dollar for the year's dues (March first to March first) to the Secretary-Treasurer,

DANIEL C. KNOWLTON,

Central High School, Newark, N. J.

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*Professor Schafer spoke informally, and no notes were taken.

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SUMMARY OF THE MEETINGS

THE SIXTEENTH ANNUAL SPRING MEETING AT NEW YORK AS THE GUESTS OF MR. ADOLPH LEWISOHN, MAY 17, 1918.

(Copy of letter sent to Members)

May 5, 1918.

To our Fellow Members:—

It has been our custom to hold the Annual Meeting of the Association at this time, and to arrange for addresses on two days, with possibly a dinner on the first evening. This year conditions are far from normal, and after careful deliberation and consultation with those able to express the opinion of the government, it has been decided that, in view of the present railway situation it is not expedient to hold the ordinary Annual Meeting, but that it will be better to attempt to arrange meetings at various centers at which those in the immediate vicinity may be gathered together. The meeting in Philadelphia on May 16-17 of the "League to Enforce Peace" will be of great interest, and in Baltimore our Local Conference may be trusted to meet the needs of their district.

On Friday evening, May 17th, at eight o'clock, the Annual Meeting of the Association will be held at the residence of Mr. Adolph Lewisohn, 881 Fifth Avenue, New York City, and it is a pleasure to announce that the National Board for Historical Service, realizing the great need for constructive leadership among the teachers of History, is to send Professor Samuel B. Harding, of the University of Indiana and a member of the National Board, who will speak to us about the work of the Board, what it is trying to do, and how we teachers may coöperate with it. He will also outline the general educational reorganization which is beginning to take place. Professor Harding is a strong and effective speaker, full of suggestive ideas, and with an excellent grasp of what is practical. The courtesy of Mr. Adolph Lewisohn, one of the city's leaders in patriotic work, makes it possible for us to hold this meeting under most pleasant conditions.

The Business Meeting, with reports from Committees, and the election of officers, will take place after Professor Harding's address.

Please present the enclosed card at the residence of Mr. Adolph Lewisohn. It will admit a member and guests.

By direction of Prof. Marshall S. Brown, President of the Association,

Livingston Rowe Schuyler,
Secretary-Treasurer

FRIDAY EVENING, MAY 17, 1918, at 7.45 o'clock

Meeting of the Council of the Association.

FRIDAY EVENING, at 8 o'clock

Topic: Education and the War.
What the Committee on Public Information and the National Committee for Historical Service are doing.

Address: SAMUEL B. HARDING, PH.D., Division of Educational and Civic Publications of the Committee on Public Information, Washington, D. C.

FRIDAY EVENING, at 10 o'clock

Annual Business Meeting of the Association.

Reports of Committees.

Election of Officers.

JOINT MEETING WITH THE ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE MIDDLE STATES AND MARYLAND, AND OTHER ASSOCIATIONS, AS GUEST: OF PRINCETON UNIVERSITY, NOVEMBER 29-30, 1918.

SATURDAY MORNING, NOVEMBER 30, 1918, at 9 o'clock

Meeting of the Executive Council.

SATURDAY MORNING, at 10 o'clock

PRESIDENT LIVINGSTON ROWE SCHUYLER presiding.

Topic: War Aims and Ideals.

Addresses:

(a) Peace Plans and Centripetal Forces
PROFESSOR R. W. KELSEY, Haverford College.

(2) The War Aims Course in the Colleges
DEAN ALBERT KERR HECKEL, Lafayette College.

(c) Literature for Teachers and Students
PROFESSOR JOSEPH SCHAFER, University of Oregon and the National Board for Historical Service.

Discussion

EDUCATION AND THE WAR

What the Committee on Public Information and the National Board for Historical Service are doing

By SAMUEL B. HARDING, Ph.D.
DIVISION OF EDUCATIONAL AND CIVIC PUBLICATIONS OF THE COMMITTEE ON PUBLIC INFORMATION, WASHINGTON, D. C.

"Mr. President, and Fellow Teachers:

"I am not surprised that your Chairman has a little difficulty in finding his way about in this confusing organization that we have in Washington. It is an organization of many branches of service. I am speaking for the historical end of it. The topic, I believe, is to be the work and activity of our educational organizations in history. I happen to be a member of the National Board for Historical Service and am somewhat concerned in its plans, but the immediate work that I am doing in Washington, and the one which I find most absorbing, is editorial work, historical planning, and writing in connection with the Division of Educational and Civic Publications of the Committee on Public Information. I do not want to start anything by pronouncing that name; I understand that storms usually break, and thunders roll, and lightnings flash, when that name is introduced.

"I was asked to speak, as I have said, in part on the work of the National Board for Historical Service. To my mind it is the most important organization at the present time in the matter of historical study and historical education. It is an entirely private organization—which simply grew.

"When we entered into this world war, there were certain historians of the country, members of the American Historical Association but not acting in the name of that organization, who felt that here was a work which was at their doors. The work of testifying the justice of the war to the people and teaching them the reasons why we were in it; how the war came to America and to the nations co-operating with us; the difficulties with which we have had to contend and how they have been overcome. So they came together and organized themselves into the National Board for Historical Service. It includes a number of rather eminent names in the historical profession—together with others

not eminent, but perhaps representative. In all it has included sixteen or twenty men drawn from the different parts of the country, who have given their time, just as largely as their strength and means and other duties would permit, to this cause of supporting the Government and justifying the war to the people.

"The funds have been supplied entirely by private gifts. The Carnegie Institution at Washington, through its Department of Historical Research, has been our generous host. Through Dr. J. Franklin Jameson, who is now and has for years been head of the Carnegie Department of Historical Research and one of the most potent figures in the American historical field, it has put at the disposal of the Board a room in his suite of offices. We have also received funds from various sources, which have enabled the Board to do its work. So far as I know, there is no one who has ever received pay for his labor, outside of the clerical staff.

"A few weeks ago, two rather prominent men in the historical and political science fields were summoned by telegraph and told that they were needed at Washington. The length of their stay would be about three weeks. They came on and set to work at the rate of (say) fourteen hours a day, collecting and compiling their materials—a task which should have taken three times the amount of time they consumed. With them were joined, in colleges and universities throughout the country, historical scholars to the number of about thirty who helped in accomplishing this task. The results of their researches, at the end of a month, were put at the disposal of the Government. That is but one of the tasks undertaken by the Historical Board, but it points the moral of my story. These two men gave their time in Washington, they worked many hours each day at the highest speed, and they did not even get their room rent and board. It illustrates the patriotic service of historical scholars in the national emergency.

"The National Board, in addition to such tasks as I have just described, which relate to the needs of the Government directly, has undertaken various other tasks. With one of these, I am sure you are familiar, because it concerns the *History Teacher's Magazine*. If there is any teacher who does not know and who has not subscribed to this magazine, I hope that neglect will be soon remedied. Dr. A. E. McKinley, its editor, has given

the utmost support to the Board throughout the present year. The Board for its part has produced for the magazine, without charge, a series of special articles dealing with various problems of history and the importance of it at the present time. In addition it has furnished to the magazine a series of supplements on various subjects which have been found of interest in connection with the war. That is the second line of its service.

"Under Dr. Jameson, a plan was successfully carried out of co-operating with the organizations controlling the recreation and instructional facilities in cantonments, and a series of illustrated lectures on the war has been delivered in practically all of the camps of the country. These lectures were six in number, dealing with geographical resources, ideals, and the history of each of the nations engaged in this great conflict. Owing to the large number of soldiers to be reached in each camp, it was necessary to repeat each lecture a number of times. The lectures were given twice daily, in the huts of the Y. M. C. A., the Knights of Columbus, and the Jewish Young Men's Association; and by the end of a week, at the rate of two lectures a day, the lecturer would practically get around the camp. Succeeding lectures might be given by the same lecturer, or—as was in most cases found most practicable—by a succession of lecturers, each spending a week in the camp. Naturally the interest has been keener in some camps than others. Co-operation of military authorities and association secretaries has, in some instances, been more cordial than in others. On the whole, these lectures, illustrated with stereopticon views, have been of great assistance to the Government in informing soldiers as to what the war is about. The National Board, therefore, in organizing these has contributed something to the building of military morale.

In addition to these activities there have been the prizes offered to history teachers for essays on the cause of the war. There were two contests arranged in the different states. In all there were fourteen states in which contests were held, and in each state there were two prizes:—one for history teachers in the grades, and another for history teachers in the high schools. The sum of the prizes for each of these were $150—making a total of $300 for each state. The essays in each state were judged by committees of historical scholars and teachers in that state, and there is now being arranged a contest between the winners, which will lead up to a prize for the best essay in each group—one for

the grade teachers and one for the high school teachers. This series of contests, of course, has had a great effect in stimulating the study of the war on the part of history teachers. The idea was, first, to get the history teachers interested; if we succeeded in that, we felt sure that the teachers would transmit the information they gained to the pupils under them.

"The National Board has also co-operated with the publishers, with a view to securing textbooks dealing with the war. It was suggested by the Board to a well-known writer of history stories for children, that a book on the present war be published for the use of the upper grades. This is now in active preparation, with the co-operation of members of the Board. It has arranged also for a reading book in English containing stories of the war, and also one in French. It has prepared for the Bureau of Education a leaflet of suggestions for history teachers, and has arranged for the preparation for the same agency of an outline of an emergency course of instruction on the war in all the school grades. Finally, it has sent to Great Britain two American historical scholars as envoys from the historical profession of America to the historians and people of the British Isles.

"The National Board for Historical Service is but one branch of the educative agencies dealing with the war. The Committee on Public Information, appointed by the President, is a much more important one. It consists of the Secretary of State, the Secretary of War, the Secretary of the Navy, and George Creel, as civilian Chairman.

"I think there is a great deal of misunderstanding about the Committee on Public Information; we read a great deal about it that certainly is not remarkable for the accuracy of knowledge displayed. The curious thing is that with all of the publicity which it gives and gets, there are very few of its critics who have any clear idea of what the Committee on Public Information is and what it does. A report was made to the President by Mr. Creel last January, and was published at the time. I have merely looked it over, as I have been too busy with my own work to read it carefully; but as I ran through the pages and saw the different things which the Committee does, my astonishment grew. I had not realized that it was so active in some many different ways.

"First of all in importance is the daily war news which the Committee gives to the press from the different Departments of the Government. Contrary to popular opinion, the Committee on

Public Information exercises no censorship. The determination of what is to be published and what for military reasons shall be withheld, lies entirely with the Departments concerned. The punishment of breaches of these regulations also is no affair of the Committee's; that lies with the Post-office authorities and the legal branches of the Government.

"In addition to its daily news releases the Committee supplies about 14,000 newspapers with articles and weekly news service. It has also prepared and distributed over 25,000,000 copies of some thirty different pamphlets—some of these in as many as seven foreign languages.

"In his report, Mr. Creel also calls attention to the speaking campaigns carried on in every state of the Union, by speakers sent out by his committee. The "Blue Devils" of France, who certainly made a most thrilling exhibit as they marched through the streets, are a part of this campaign. These live and active Frenchmen, everyone a hero, are being sent about the country, stirring patriotism in the hearts of us all. Then we have the Four-minute men, whom doubtless all of you have heard at one time or another. There are thirty or forty thousand of these, speaking all over the country and carrying the messages of the Government to the people in the ready-made audiences that assemble in moving picture shows.

"There is also a foreign service. The Committee on Public Information is the organ of our propaganda in foreign countries. It is through the wireless dispatches sent every day by the Committee on Public Information to the neutral countries—Holland, Spain, Scandinavia, and South America—that a large part of the American propaganda work is being carried on. It is through this branch of the Committee on Public Information that translations of President Wilson's addresses into German have been distributed by airplanes over the battle lines of the western front, and so brought to the attention of the German people. Mr. Edgar Sisson, who recently returned from Russia, succeeded in placarding almost every billboard in that country with extracts from the messages of the President, and not only that, but also succeeded in distributing one and a half million copies of pamphlets bearing the President's words to the German people. This is the work being done on the eastern front, while airplanes are working on the Western front.

"About three days ago, Mr. Creel sent over to our division

two copies of Spanish pamphlets which were secured by agents of this country. They were samples of the German propaganda that was being carried on in Spain and South American countries. You can readily imagine what these pamphlets contained—a batch of falsehoods about the various Allies, illustrated by libelous drawings, printed in black and red, such as may be found in the most extreme German comic weeklies. The title of one was "The Imperialist Entente." I shall not endeavor to bring before you the sort of misrepresentation that was given by these artists to the figures of Great Britain, the United States, and the various members of the Allies. But there was one representation of the figure of France that I think I shall never forget. France—whom the whole world should admire for its steadfast heroism and patient endurance of suffering in this war—the figure of France is here depicted as a drunken hussy, wearing a liberty cap, while her soldiers commit fanatic atrocities. That was France as depicted in this pamphlet. That is the sort of trick which has to be met in Europe and the South American countries, and which the Committee on Public Information endeavors to combat.

"In addition to these activities, there are various other divisions of the Committee on Public Information. One has mobilized the advertising forces of the country, and through it there are made available the services of the advertising experts for the Government's needs. Another, the motion pictures division, releases every week films of war subjects, taken by our official photographers at home and abroad. This division has also prepared and produced such films as "Pershing's Crusaders," which have been greatly appreciated by the public.

"I might say a further word or two about the work of this division. Until a short time ago, these official films were released to the commercial companies through the Red Cross organization—the companies which make all the weekly review of events to be exhibited in motion picture theatres. These companies took what they wanted and left out what they did not like. They left out the propaganda stuff, the very thing that the Government wanted to get across to the people through this medium. However, there was no redress. The companies paid for what they used and took what they liked. Soon new arrangements were made, by which the Committee on Public Information took over the releasing of these films. It worked on an entirely different

basis. It said in effect: 'Here is a release which we offer for this week. Take it or leave it; but if you take it, you must use it all. You cannot cut and pick—you cannot take this and leave that; this is the message that we want to get across to the American people.'

"We also have a photographic division. I do not know how many thousands of negatives have been made, nor how many prints have been made available, at small prices. In connection with this division, there is a department of stereopticon slides, which furnishes to anyone at the small rate of fifteen cents each, slides of any official photograph. We intend presently to combine sets of slides into lectures that will be suitable for uses in schools. There are already prepared sets of slides of the war-ruined Cathedrals, and other works of art of France and Belgium, with notes and outlines. It is hoped that during the coming months, it will be possible to prepare quite a list of such illustrated war lectures. These will be obtainable at very low prices.

"No doubt there are many branches of this work that I have not touched upon, aside from the one upon which I will now speak, the branch in which I am personally engaged—the Division of Educational and Civic Publications. Naturally I regard this as the most important branch of the Committee on Public Information. You have all received this evening samples of the pamphlets issued by this Division of the Committee. They are grouped in three separate series. The first of these is the "Red, White and Blue" series, represented here by a pamphlet entitled "Conquest and Kultur." This pamphlet of 160 pages is made up of extracts from German writers, translated into the English, showing what Germany really thinks and what Germany really has planned during the past twenty years. It goes far to explain the present war.

"The second series is called the "War Information Series." As a sample of this series I had asked to have sent up here for distribution a pamphlet of my own entitled 'The Study of the Great War: A Topical Outline with Extensive Quotations and Reading References.' But instead of this pamphlet, which was designed for student use, by some mistake copies of another publication have been sent which will serve equally well as a sample. This contains Professor McLaughlin's excellent paper entitled 'The Great War: From Spectator to Participant.'

"The third series is entitled 'Loyalty Leaflets.' It contains brief pamphlets of envelope size, for distribution among industrial workers and various special groups.

"As teachers of history, we are all interested in the war from the standpoint of history, and from the standpoint of the teaching of history. What can we do? How does the war affect our work? These are questions which each one of us is asking himself. Assuredly this war is going to leave its impression upon the teaching of history and upon the study of history. It is producing many new perspectives. For one thing, I do not believe that in the future we shall so easily dismiss war from our teaching or from our study. War is a terrible thing—something that is dreadful at all times. But we cannot shut the door upon it and forget it, if for no other reason than that we must now make war forever after impossible. Without changing our concept of history, the war will change our emphasis at many points. Many things have been going on in the past forty years which we more or less slighted in our textbooks and in our teaching. But the war reveals them, like lightning on a dark day: they stand out clear in the retrospect. We now see the obscure road along which we have travelled. War is putting things in their places.

"To assist the teacher of history in dealing with the war the Division of Educational and Civic Publications has issued my pamphlet on "The Study of the War," and a sample copy of this has been sent to every school in the land; six hundred thousand copies have been distributed in this way. For use in classes it has been decided that it will be necessary to put the outline on sale at a low price. That price is not as yet definitely fixed, but I am assured that it will not be more than five cents per copy. Mr. Creel has also decided to reduce the price of the 'War Cyclopedia' compiled and issued by the Committee, so as to make it possible for everybody to have a copy of it. This pamphlet of over 300 pages of valuable war information will sell at the rate of fifteen cents per copy.

"There are various other pamphlets issued by the Committee, including the chief addresses of the President, which are of value in the study of the war. How are these to be made available for the schools? The Committee cannot undertake to supply these to all high school pupils in the country. The cost of printing and paper is high, and the appropriation of the Committee is

limited. Single copies, therefore, will be sent free upon request, but for larger quantities a small charge must be made.

"In considering the work of the schools in connection with the war, I am reminded of a story which was told me in regard to the Food Pledge cards in Chicago. When the pledges were first distributed, it was proposed to work through commercial clubs and various organizations outside of the schools, and the results were not altogether satisfactory. Solicitors would go to a house and find the householder not interested. The story to which I refer tells of the experience of such an agent at the house of an immigrant family. The woman of the house, seeing the card presented, immediately said: 'I sign nuttings; my man he says I sign nuttings'; and she slammed the door in the agent's face. Subsequently it was decided to work through the schools. The little girl of this immigrant family then brought home the food pledge card, and said that her teacher had said that everyone should sign the card. The mother then answered: 'Vell, if your teacher says it is all right, I sign.'

"This story illustrates a significant fact. If there is anything in which the people of America have confidence, it is the American school system. The school constitutes the best means through which to reach the people. If we can get the facts concerning the war into the minds of every boy and girl, they will spread from the schools into the homes; they will spread into the camps, and will circulate throughout the whole body of the American nation. We shall thus go far towards building that morale without which cannon and guns are as nothing. Conviction must be the root and crown of success in any undertaking, especially in so considerable a one as the present war. Hence it seems to me to be highly desirable to put the study of the war into the schools.

"Here we should, I suppose, take up the subject of the relation of truth to the teaching of history. I am not one of those who would say, 'My country, right or wrong.' I would rather say 'My country! may she always be right; when wrong, may I help to set her right.' That is the sort of patriotism that we want. I think I speak for the Division of Educational and Civic Publications when I say this, that not once have we consciously allowed our desire to win this war to do violence to our sense of historical truth. There is something greater than success for the individual, for the country. The greatest of all things, to my mind, is

truth. We, many of us, believe that we would gladly die for our country. The true scholar is one who would gladly die for Truth as he sees it. So, in the teaching of history, we must be on our guard to preserve the truth; not to do what Germany has done—not to falsify and distort truth in order to gain an advantage. The cause of the United States in this war, we believe, is a just and holy cause. No one needs to refrain from teaching the truth, nor to find specious reason why we should aid the United States and her associates in this war. If there ever was a righteous war, if there ever was a war in which a man might spend all that he has and shed the last drop of his blood, I believe it is the present conflict. If I felt that the only way we could justify this war to our people was by falsification of the truth, I certainly could not work for it with the enthusiasm with which we all are endeavoring to work at the present time.

"In addition to the two agencies which I have described, there have been formed in the course of the present conflict two other bodies which I must mention briefly—the first, the American Council of Education, appointed by the six great University and collegiate organizations, acting with several other organizations of a similar character; the second the War Commission of the National Education Association. These two bodies are busy with problems of very high educational importance in connection with the war and reconstruction after the war. I wish to speak, however, in concluding my address to you this evening, of only one of these problems, on which they have acted jointly and which especially concerns the Committee on Public Information.

"Many governmental and quasi-governmental agencies have appealed to the schools for aid in winning the war—agencies concerned with the Red Cross, food, fuel, Thrift Stamps, War Gardens, and the like. The great problem for the busy superintendent and overworked teacher has been how to get in all this war work, in addition to the ordinary school work, and how to unify and organize it. To aid in solving this problem the two educational agencies which I have mentioned passed a resolution calling upon the Government authorities to provide 'a clearing house and co-ordinating agency for those propagandas and activities which they wish the school to present,' which would also distribute to the educational agencies in each state the necessary materials for these activities. As a result of this request, the Divis-

ion of Educational and Civic Publications is about to establish a bulletin devoted to teachers, beginning with the first of September, which will be issued at fortnightly intervals and sent free to every schoolhouse in the country; and it is hoped that all appeals of the Government to schools, asking their co-operation, can be made through this bulletin. Through this agency, to be called 'National School Service,' we hope to be able to co-operate with the Red Cross, the War Savings Committee, the Food Administration, and the various other Governmental agencies; and also, through directing the study of the origin, progress, and aims of the war, to aid in stimulating patriotism and building a sound national morale.

"In this rambling talk I have touched on only a few out of the many topics which might fall under the heading 'Education and the War.' What the future will bring forth, what the war will produce in the mere matter of educational organization, whether we shall have an enlarging and strengthening of our present Federal Bureau of Education, what changes will be produced in our curricula—nobody knows. There are all sorts of things that are in the air. We may rest assured, however, no matter what the outward form of education is to be, no matter what the Government agency supervising it will be, there are certain things that will result as consequences profoundly affecting education. I think one of these will be a greater value set upon education, upon learning, upon knowledge in all its lines—and we, as history teachers, will profit thereby.

"Before the war bookkeeping, typewriting, and various other vocational subjects were crowding subjects like History and English out of the curriculum. We shall have less cause to fear the eclipse of these subjects after the war. A knowledge of history, especially modern history, is now seen to be highly important even for the man of affairs; and historical-mindedness, the ability to trace the connections between events, and to evaluate evidence and determine what is proof—these are qualities that will be essential to every fully equipped world citizen under the coming League of Nations. The history teacher may look forward, therefore, with a certain degree of equanimity to the prospect which confronts him in the new era."

PROCEEDINGS OF THE BUSINESS MEETING

After the open meeting of the Association at the residence of Mr. Adolph Lewisohn, 881 Fifth Avenue, New York City, attended by about two hundred and fifty members and guests, the Annual Business Meeting was called to order at 10 P. M. on Friday, May 17, 1918, by the President, Professor Marshall S. Brown, of New York University.

On motion the reading of the Minutes of the Annual Meeting of May 4, 1917, was dispensed with.

The President announced the appointment of the following committees:

On the Treasurer's Report: Dr. Fayette E. Moyer.

On Nominations: Professor Henry Johnson, Professor Anne B. McLear and Miss Elizabeth Briggs.

On Resolutions: Professor Thomas R. Moore.

Report of Council and Officers

The Council:

No report was made.

On motion the Council was authorized to hold the usual November joint meeting with the Association of Colleges and Preparatory Schools of the Middle States and Maryland at a place to be selected by that Association. The Council was also authorized to hold a separate meeting at that time if the Association of Colleges and Preparatory Schools should omit its meeting.

On motion the Treasurer was authorized to pay to the History Teachers Magazine, on or about April 1, 1919, the sum of $100.00 for the year beginning March 1, 1919, on condition that the American Historical Association and other patrons of the Magazine continue their support.

The Secretary:

Reported that he had carried on the work of his office in the usual manner, and urged greater efforts on the part of members to increase the usefulness of the Association by developing interest and obtaining members.

He gave the following statistics:

Membership, May 4, 1917	276
New members during year	65
Loss by resignation and death	14
Total gain	51
Membership, May 17, 1918	327

The report was adopted.

The Treasurer:

For the year ending May 17, 1918

Receipts

To balance on hand, May 4, 1917		$292.59
To cash received for dues		$294.00
To cash for royalties, Bibliography, published by Longman, Green and Co.		9.12
Printing Year Book for 1917		
Receipts:		
Advertisements	$160.00	
Cash for Year Books	14.63	
Total	174.63	
Expenditures:		
Printing	149.36	
Postage, etc.	17.51	
Total	166.87	
Balance		7.76
Special sale old Year Books		
Receipts	228.53	
Expenditures:		
Postage, etc.	97.80	
Printing	14.00	
Total	111.80	
Balance		116.73
Total cash received		427.61
Grand total		720.20

Expenditures

Spring Meeting, 1917, (in part)		
Postage, etc.	9.50	
Guests and Committee	17.50	27.00
Pamphlet on Teaching		
Postage, etc.		12.00

Fall Meeting, 1917			
Postage, etc.	8.22		
Printer	12.50		
Guests	6.00		
Stenographer	5.00	31.72	
Bills of March, 1918			
Postage, etc.	36.22		
Printer	3.50	39.72	
History Teachers Magazine (April, 1918)		100.00	
Spring Meeting, 1918 (in part)			
Postage, etc.	7.25		
Printer	11.50		
Petty sums	7.50	26.25	
Committee on Membership			
Postage, etc.	2.50		
Printer	6.50	9.00	
General			
Postage	9.00		
Paper	4.25		
Bank fees	0.57	13.82	
Total			259.51
Balance			460.69
Net gain during year			168.10

The Treasurer explains how the interest of publishers and dealers in maps and school supplies had made it possible for the publication of the Year Book to yield a profit.

Report received and referred to auditing committee.

Reports of Special Committees

Progress was reported by Dr. Daniel C. Knowlton for the Committee on Membership, and by President Brown for the Committee to Cooperate with the National Committee for Historical Service.

Professor Schuyler, for the Committee on Hispanic-American History, presented a tentative Syllabus prepared for High School use. Because of the lateness of the hour was report was received unread and ordered to be printed.

Reports of Temporary Committees

On the Treasurer's Report:

The Chairman, Dr. Fayette E. Moyer, stated that the report

had been audited and found correct, and recommended that it be accepted.

The report was adopted.

On Nominations:

The Chairman, Professor Henry Johnson, reported as follows:

President, Professor Livingston Rowe Schuyler, of the College of the City of New York; Vice-President, Miss Lucy B. Hunter, of the National Cathedral School for Girls, Washington, D. C.; Secretary-Treasurer, Dr. Daniel C. Knowlton, Central High School, Newark, N. J.; Members of the Council, Professor Eloise Ellery, Vassar College, and Professor Percy L. Kaye, Baltimore City College.

The report was adopted, and these officers duly elected.

On Resolutions:

The report was as follows:

Resolved, That the Association express its appreciation of the action of the Committee on Public Information and the National Committee for Historical Service in sending to us as their representative Professor Samuel Bannister Harding, of Indiana University, and also that the Association extend to Professor Harding its hearty thanks for the illuminating address to which its members have just listened.

Resolved: That the Association express to Mr. Adolph Lewisohn its sincere thanks for the generous hospitality which he has extended.

The report was adopted.

Miscellaneous Business

There being no miscellaneous business the meeting then adjourned at 11 P. M.

Livingston Rowe Schuyler, *Secretary.*

A TENTATIVE SYLLABUS OF HISPANIC-AMERICAN HISTORY ADAPTED TO HIGH SCHOOL USE

Dr. Livingston Rowe Schuyler
The College of the City of New York

(In presenting this report Dr. Schuyler stated that in preparing it he had in mind especially teachers in High Schools where the pupils were preparing for business life, and where a few hours could be given to the study of the development of the Hispanic-American states.)

FIRST LECTURE

The Period of Discovery

I. The Home in the Old World.
References: E. P. Cheyney, European Background of American History, chapters 5 and 6.
Bernard Moses, The Establishment of Spanish Rule in America, chapter 1.
F. García Calderón, Latin America, book I. chapter 1.

A. The Hispanic Races.
Why Hispanic America? Origin of the civilization.
Characteristics of the Iberian peninsula.
Characteristics of the people.

B. Political Development.
The Moorish Conquest and the Christian Re-conquest.
The growth of the towns; Charters, Cabildo, Comuneros.
The Kingdoms:
Political unification:
Government; Sovereign, Adelantado, Audiencía, Councils.
Religious unification.
The Moors, and the Jews. The Inquisition.

C. Business Development.
Centers in Catalonia. The Consulado and the guilds.

II. The Preparation for Columbus.
References: Cheyney, chapters 1-4.
John Fiske, The Discovery of America, vol. 1, chapters 3 and 4.
C. R. Beazley, Prince Henry the Navigator.

A. The New Time and its character: seamanship and commerce.
B. Portugal as a leader in discovery.
Canary Islands and the Azores. Help from Genoa.
Life and work of Prince Henry the Navigator (1394-1460); Dias, 1486; da Gama, 1498; Spice Islands reached, 1512.

III. Life and Work of Columbus.
References: E. G. Bourne, Spain in America, chapters 2-4.
Fiske, Discovery of America, vol. 1, chapters 5 and 6.
Sir Clements R. Markham, Life of Columbus.
R. H. Major, Select Letters of Columbus.

A. Early life, marriage and journeys.
B. The Toscanelli letters. Effect on Columbus. Turns to Spain.
C. The voyages:
First, 1492; Cuba, Española (La Navidád) and home.
Alexander VI and the Papal Bulls. Tordesillas.
Second, 1493-1496. Isabella. Exploration of islands.

Third, 1498. South America. "Un otro mundo."
Other voyages; Ojeda and Juan de la Cosa, Pinzón, Bastidas and Juan de la Cosa, Cabral.
Fourth, 1502-1504. The search for the strait.

D. Dies at Valladolid, 1506. Estimate of character and work.

IV. The Naming of America.
References: Fiske, Discovery of America, vol. 2, chapter 7.
Bourne, chapter 7.
Edward Channing, A History of the United States, vol. 1, pages 43-46.

A. Brief sketch of the life of Amerigo Vespucci.
His voyage and letters.

B. Waldseemüller (1507) at St. Dié.

SECOND LECTURE

The Period of Exploration and Colonization

I. The Geography of Latin America.
References: Encyclopedias, article America.
C. R. Enock, The Republics of Central and South America, chapter 1.
L. Farrand, The Basis of American History, chapter 1.

A. General lines of Spanish exploration and settlement.

B. Geographical conditions as affecting settlement.
Physical peculiarities of North, Central and South America.

II. Native Civilizations.
References: Farrand, chapters 12 and 13.
J. Fiske, Discovery of America, vol. 1, chapter 1, and vol. 2, chapter 9.
Enock, The Republics, etc., chapters 7 and 13.

A. Origin of Inhabitants.

B. Important groups: Aztecs, Mayas, Chibchas, Incas.

III. The Opening of the Continental New World.
References: E. G. Bourne, Spain in America, chapters 5-6 and 8-12.
R. G. Watson, Spanish and Portuguese South America, chapters 2 and 3.

A. The Search for the Strait. Pinzón, 1508.

B. Settlements on Mainland. Nicuesa, Ojeda and Juan de la Cosa
Pizarro and Balboa appear. Founding of Darién.
Balboa and the South Sea. "Silent, upon a peak in Darien."

IV. The Conquistadores: Cortés and Mexico.
References: Fiske, Discovery of America, col. 2, chapter 8.
F. C. MacNutt, Letters of Cortés.

A. Character of civilization so far met with.

B. Early life of Hernando Cortés, b. 1485. To Española, 1504.

C. Preparatory work of de Córdoba and Grijalva. Governor Velasquez.

D. The expedition. Vera Cruz (1519). Route, Tenochtitlan
La noce triste. Otumba. Fall of Tenochtitlan, 1521.

E. Later life of Cortés, d. 1547.

V. The Conquistadores: Pizarro and Peru.
References: Fiske, Discovery of America, vol. 2, chapter 10.
Watson, vol. 1, chapters 6-7.

A. Early life of Pizarro, b. Trujillo, 1475. San Sebastián, 1508.

B. Preparations: Andagoya, Almagro and Luque. First attempt.

C. Expedition of 1531. Piura. Political conditions in Peru. Atahualpa at Cajamarca. Cuzco entered, December, 1533.
E. After events and death of Pizarro, 1541.

VI. The Extension of Iberian Power in South America.
References: W. A. Hirst, Argentina, chapter 3.
P. Denis, Brazil, chapter 1.
P. J. Eder, Colombia, chapter 3.
A. The Advance from Peru.
Quito, Charcas and Tucumán, Santiago de Chile.
B. The Advance from the Atlantic.
By the Magdalena River, Bogotá. Carácas.
By the Río de la Plata, Asunción and Buenos Aires. Juan de Garay.
The Portuguese in Brazil.

THIRD LECTURE

The Colonial Period—Government and Life

I. Colonial Policy and Government.
References: E. G. Bourne, Spain in America, chapters 14 and 15.
W. R. Shepherd, Latin America, chapter 2.
A. Contrast of Spanish with English colonization.
Theory. No chartered company. The Adelantado. Crown rights.
B. Development of Control.
Council of the Indies. Casa de Contratación.
C. Political Divisions. Kingdoms, Audiencias, Gobiernos, Cities.
D. Taxation. The royal fifth. Cédula personal. Salt tax.

II. Governmental and Social Conditions in the Cities.
References: B. Moses, Spanish Dependencies in America, vol. 2, chapter 18.
C. R. Enock, Mexico, chapters 9 and 10.
A. Why life gathered in towns and cities.
B. The social classes: Gachupines, Creoles, Mestizos, Indians.
C. Description of a typical city.
D. Character of the life in the cities. Contrast of Peru with La Plata.

III. Business Life.
References: Bourne, chapter 19.
W. A. Hirst, Argentina, chapter 5.
A. Attitude of Spaniards towards business.
B. Mining: localities, methods, the "Mita."
C. Agriculture: products, policy of government.
D. Manufacturing: weaving, pottery, gold-work, etc.
E. Trade Control, and the Casa.
The Flotas (to Vera Cruz); the Galeones (to South America).
Restrictions on trade. Required routes. Smuggling.
F. Internal trade: the trails; mules, llamas, balsas.
Relation of restrictions to political philosophy of time.

IV. The Church and Education.
References: Moses, Establishment of Spanish Rule in America, chapters 9 and 10.
Bourne, chapter 20.
Shepherd, chapters 5 and 6.

A. The Church.
The Bull of Pope Julius II (1508).
The Clergy: Seculars and Regulars.
Establishment of Dioceses and Missions (Doctrinas and Misiones).
The Jesuits in present Paraguay.
Bull of Benedict XIV, 1773.
Inquisition. Introduced 1569. Duties.

B. Education and Literature.
Establishment of Universities. 1551, Mexico and Lima.
Subjects taught and methods used.
Effect of prohibition of political discussions.

C. Art.
Characteristics. Relations to Spanish art.

FOURTH LECTURE

The Struggle for Independence in Latin-America (Part I.)

I. The Origin of the Struggle.
References: W. A. Hirst, Argentina, chapters 5-6.
F. García Calderón, bk. I, ch. 3.
W. S. Robertson, Rise of the Spanish-American Republics, chapters 1, 2, 6 and 7.

A. Periods in Hispanic-American History and their characteristics. Influence of events in Europe.
B. European Conditions at the close of the XVIII century.
C. Some European influences.
Liberalism and re-action in Spain; English legal theories; the American Revolution; the French Revolution.
D. The English attack on La Plata in 1806. Outcome; significance.

II. The Struggle for Independence: first period, to 1816.
References: Cambridge Modern History, vol. 10, pp. 65-67.
W. R. Shepherd, Latin America, pp. 73-75.

A. Political affairs in Europe.
Napoleon's relations with Charles IV and Ferdinand.
The establishment of Juntas and the call for Cortes.
Invitation extended to Spanish colonies to send deputies.
Claim made by Cortes to represent all; taxation.

B. The Beginning of the struggle, 1809-1810.
Buenos Aires, May 28, 1810.
Appearance of localism:—failure of Belgrano in Upper Peru.
Francia in Asunción: Artigas in Banda Oriental.

C. Appearance of José de San Martín.
Early life, experience, position in Buenos Aires: to Mendoza.

D. Conditions in Chile, Peru, Upper Peru, Quito, New Granada.

E. Affairs in Venezuela.
Life and work of Francisco de Miranda.
Simón Bolívar;—Life and characteristics. Events, 1812-1816.

F. General survey of conditions in 1816.

III. The Struggle for Independence: second period, 1816-1826.

References: J. Winsor, Narrative and Critical History of America, vol. 8, pp. 329-342.
Calderón, 67-81.

A. The advance from the South.
San Martín crosses the Andes, 1817, Chacabuco and Maipu.
Organization of a Navy:—Cochrane.
Peru invaded, 1820; Lima falls, 1821.
Difficulties facing San Martín.

B. The advance from the North.
Bolívar returns, 1817. The Foreign Legion.
Revolution of 1820 in Spain. Carabobo, 1821.
Sucre to Guayaquil and Quito, Bolívar to Pasto and Guayaquil.

San Martín retires. Dies in France, 1850. Estimate.

D. Political plans of Bolívar.
His work in Peru. Sucre at Ayacucho, 1824.
Callao surrenders, 1826. The struggle ends.

E. After life of Bolívar.
Relation of Colombia with Peru and Bolivia.
The breaking up of the alliance.
Death of Bolívar, 1830. Estimate.

FIFTH LECTURE

The Struggle for Independence in Latin America (Part II)

References: Encyclopedias; articles on Mexico, Cuba, Dominican Republic, Haiti, Porto Rico and Brazil.
J. Winsor, Narrative and Critical History of America, vol. 8, pages 215-228.
T. C. Dawson, The South American Republics, vol. 1, pages 401-420.
C. R. Enock, Mexico, pages 106-118.
W. S. Robertson, Rise of the Spanish-American Republics, chapters 3 and 4.

I. The Struggle in Mexico.

A. Contrast of conditions in New Spain with those in Spanish South America.
Part played by Indians in struggle.
New Spain compact and homogeneous.
Federal sentiment weak. City of Mexico strong.
Former close relations with Spain. Military force.

B. The first struggle.
Origin: attitude of Audiencia and Cabildo (1810).
Miguel Hidalgo (1752-1812).
Brief sketch of life.
The "Grito de Dolores." Program of reforms.
Events.
Gachupines versus Guadalupes.
Hidalgo fails to hold his men. His fate.
The struggle a typical one:
The land question;
Supplies obtained from neighborhood.
José Morelos (1765-1815).
Sketch of life.
What he accomplished. Why he failed.

C. The Empire.
Augustin de Iturbide and his "Plan of Iguala."
The Empire, its rise and fall (1822-1823).

D. The second struggle.
Leaders and events. Santa Anna.
Establishment of the Republic of Mexico (1824).

II. The Struggle in Central America.
  A. Conditions in Guatemala before 1820.
  B. The revolt and intervention of Iturbide.
  C. Restoration of independence. Federal Republic established.

III. The Spanish Islands.
  A. Cuba and Porto Rico.
    Quiet and prosperous. Immigration.
  B. Española.
    The French in the west. The negro revolt. Toussaint l'Ouverture.
    The Spaniards in the east. Treaty of Bâle, 1795.

IV. Brazil.
  A. Political conditions in Europe in 1806.
    Arrival in Brazil of Dom John (1807): reforms.
  B. Brazil as a Kingdom and an Empire. Dom Pedro I.
  C. The Revolution of 1831.
    Departure of Dom Pedro I: accession of Dom Pedro II.
    Last ties between Portugal and Brazil now sundered.

SIXTH LECTURE

The Political Development of the Hispanic-American States

References: Cambridge Modern History, vol. 12, pages 672-702.
F. García Calderón, Latin America, pages 86-98.
W. R. Shepherd, Latin America, pages 81-96.
J. Bryce, South America, chapters 12 and 15.

I. Hispanic-America in 1826 contrasted with U. S. A. in 1783.
  A. Apparent advantages.
    Extent, communications, population, wealth, slavery rapidly disappearing.
  B. Real disadvantages.
    (1) political:
      localism, no political experience,
      lack of self-control, exaggeration;
    (2) economic:
      urban population, great distances, real poverty, loss of men through war;
    (3) social:
      localism, social lines of cleavage,
      great distance from Europe.

II. Divisions of History.
  A. Military period, extends to 1876 (roughly).
    Characteristics and events.
      Plans of Bolívar—why a failure?
      The Caudillos—character and aims.
      The Dictator—survival of the fittest.
        His aims and success: attitude toward Church, foreign capital, education.
  B. Industrial period since 1876.
    Characteristics and history.
      Development of a plutocracy.
      Old aristocracy gradually declines.
      Great contrasts in life.
      Legislature advances at expense of executive.
      Change in party life.

III. Parties and party government in Latin America.
A. Divisions.
Based on individual or collective idea of government.
Unitarians vs. Federalists.
Conservatives vs. Liberals.
Clericals vs. Radicals, etc., etc.
B. Importance of the leader.

Groups: use of—istas.

IV. Party government as seen in typical states.
Argentina, Brazil, Chile, Peru, Colombia, Mexico.
Brief sketch of political events.

SEVENTH LECTURE

The Economic Development of Hispanic-America

References: C. R. Enock, the Republics of Central and South America, chapter 1.
Latin America, The Clark University Addresses of 1913, especially No. 2, No. 17 and No. 19.
R. W. Babson, The Future of South America, chapter 18.

I. Similarities and Differences in Hispanic-America.
A. Similarities:—
Race, Language, Institutions, Religious, and Political, and the Native Problem.
B. Differences:—
Climate, Elevation, Products, Native Labor.
Immigration on East Coast and West Coast.
Capital, Access to Markets.

II. Survey of the principal Hispanic-American Countries.
A. To be considered:—
Agricultural, Pastoral, Forest Products, Mining, Manufactures.
B. Group of States:
1. Tropical. Brazil, Eastern parts of Bolivia and Peru.
2. Andean.
3. The Plains: Pampas and Llanos.
4. Caribbean States, including Central America.
5. Mexico.

III. Recapitulation of Hispanic-American Production.

IV. Difficulties to be surmounted.
A. In general:
1. Deficiencies in transportation.
2. Population.
3. Capital.
B. In detail by countries.

V. Basis of National Prosperity.
A. Diversified products.
B. Abundant free land.
C. Mineral and forest wealth.
D. Indian as an economic asset.

VI. Hispanic-America as a field for American business men.
A. Notions which must be given up.
B. Personal and business preparation.
C. Some general conclusions.

EIGHTH LECTURE

SUBJECT: THE NEW HISPANIC-AMERICA

References: F. García Calderón, Latin America, Book VI.
R. W. Babson, The Future of South America.
W. R. Shepherd, Latin America.
W. H. Koebel, The South Americans.
J. Bryce, South America.

Introduction. The Life of Hispanic-America in Former Times.

A. Characteristics:
Self-centered, narrow, self-satisfied.
B. Causes:
Distances, poverty, internal troubles.
C. Results:
Statis: political, social and economic.

I. The New Era.
A. Period: importance of 1876, 1898 and 1914.
B. Causes of change.
1. Remote: wheat and cattle, cables and steamships.
2. Since 1898.
The War, Panamá Canal, tourists, immigration.
3. Since 1914: political and economic.

II. Characteristics of the Change.
A. Political.
Greater stability.
Original, or by compulsion (Santo Domingo, Nicaragua, Haiti).
Fewer wars: the ABC.
B. Economic: new industries, new railroads, etc.
C. Intellectual.
1. Education: schools, vocational schools.
2. Literature: poetry, law, history, etc.
3. Art.

III. Development of Sense of Solidarity.
A. So-called Perils—German, Japanese and North American.
B. The Monroe Doctrine.
Origin, development and present form.
C. The Drago Doctrine.
D. The War of 1914.

IV. Influences for Good.
A. International Conference of American States or Pan-American Conference.
B. Pan-American Union.
C. International Congress of American Students.
D. Pan-American Scientific Congress.
E. Pan-American Round Table.

V. The Sentiment of "Pan-Americanism."
What it ought to mean and what it ought to accomplish.

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A. General Works

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History of Mexico,
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*Coester, Alfred, The Literary History of Spanish America.
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Larrazábal, Felipe, The Life of Simón Bolívar.
Latané, J. H., Diplomatic Relations of the U. S. and Spanish America.
Mitre, Bartolome, The Emancipation of South America.
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D. Modern Period

Adams, A. A., The Plateau Peoples of South America.
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E. Trade

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The South American Monthly Magazine.

PEACE PLANS AND CENTRIPETAL FORCES

R. W. Kelsey, Ph.D.
Haverford College

In an essay composed more than thirty years ago James Bryce discussed the action of centripetal and centrifugal forces on political constitutions. Using the familiar analogy of the physical universe he pointed out that human society is similarly affected by two counteracting sets of forces. One set, the centripetal, tends to draw social groups together into a larger unit. The other, the centrifugal, tends to make them fly apart into lesser units. The aim of a constitution should be to neutralize the disruptive or centrifugal forces, and to give full scope to the conjunctive or centripetal forces.[1]

It is proposed in this paper to apply this thesis to the great present-day problem of forming a world constitution. By "constitution" is here meant not a single parchment to be drawn up and signed as a peace congress; rather the ultimate *constituting* of political machinery the world over, including national governments and international relations.

From the standpoint of a world constitution there are three types of interests to be dealt with: first, the interests that are purely or largely local; second, the common or general interests that are non-controversial in character; third, the interests having both a local and a general bearing, with a concomitant conflict of opinion and desire.

With the interests that are purely or largely local it is not necessary to deal at length. It would seem that the final solution has been found in the local autonomy of homogeneous units. In the train of modern democracy one such unit has followed another in demanding and securing either complete independence or the right of local self-government. The outcome of the Great War would seem to establish this principle beyond recall. Turkey, Russia, and Austria-Hungary are the final and convincing examples of the centrifugal power of local interests unrecognized.

From the standpoint of an orderly world-constitution the method of disarming such disjunctive forces is to arm them with local autonomy. To locate the boundaries of homogeneity, or nationality, is of course in many cases a difficult task. There

1 Bryce, Studies in History and Jurisprudence, I, 216-262.

must always be strips and spots of population that cannot receive independent recognition. Yet approximate lines can and ultimately will be drawn. Even where the final boundary is of the nature of a compromise, if there is complete democracy on either side of the line, the causes of discontent will be largely abated "by the process of the suns."

The healing properties of democracy in cases of conflicting racial or other interests have been amply demonstrated in modern times. A few among many examples in point are Switzerland, Belgium, Alsace-Lorraine under French rule, Canada, and the Union of South Africa.

Coming to the second type of interests, those that are general but non-controversial, a pleasing prospect appears. One of the heartening things in the study of modern history is the astounding growth of certain world forces that are unquestionably centripetal. These forces have been brought into being by the marvelous advance in methods of communication and transportation during the past century.

It is a patent fact, recognized by all historians, that one of the conditions that made England's control of her American colonies so difficult was the distance that separated them from the mother country and the slowness of intercommunication. *Au contraire* in these days the British Empire is bound into a compact unit by a hundred submarine cables and a whole network of wireless currents of communication.

Again, the American colonies themselves were born in particularism because of the absence of territorial contiguity. Only by the slow process of wilderness road-making, or by the outreach of population until settlement touched settlement, did they come into the physical touch that was the prerequisite of a firm political union. Then in the constitutional period came turnpikes, canals, railways and telegraph lines—bonds that were too strong to be broken even by the shock of civil war.

The point of this as applied to the present thesis is that the same developments have now taken place the world over. There has been a tremendous growth in the physical proximity of the ends of the earth.

The Treaty of Ghent was signed December 24, 1814, but the news did not reach America until February 11, 1815. In the meantime the greatest battle of the war had been fought. When

the news of peace did arrive in New York it had to be carried by courier, on horseback, to the seat of government at Washington. From Ghent to Washington was a thousand hours then. Contrast the present. While exact data are not available at this writing, it is quite possible that within an hour from the time the news of the recent armistice was cabled from France, the whistles and bells were telling the news in every state in the American Union.

For all political, social and economic transactions or developments that depend upon an exchange of information or ideas, the world today is about one-thousandth as as large as it was a century ago. Add t othis the fact of the increased rapidity of travel and transportation, and the sum total is almost beyond computation in its potential impact upon the world of the present and future. The ends of the earth can think the same thoughts, share the same ideals, feel the same needs and have the same material or spiritual means of satisfying those needs.

The result already has been international telegraph unions, postal union, monetary unions; standardized congresses of religures and uniform patent laws; international congresses of religions, of all brands of reformers, of chemists, physicists, historians, economists. Such intermingling of the thought and the practical concerns of the world cannot be reckoned as other than a mighty centripetal force. Great common interests have developed and are developing that are largely non-controversial in character and tend to draw the nations of the earth into a community of spirit and life, and to facilitate such political relations of an international character as may be devised.

This contraction of the earth's surface, this magic development in the physical proximity of all nations, has brought with it however a problem of the third class mentioned above, that is, a problem having both a local and a general bearing, with a concomitant conflict of interest. The increase of world trade is potentially a centrifugal force of the first magnitude.

Two of the immediate results of the Industrial Revolution were a surplus of goods and a surplus of capital. Then came the steamboat, railroad and telegraph, that brought the ends of the earth to the dooryard of every manufacturing nation. This was the economic opportunity of the ages. Here, ready at hand, were the markets for the surplus goods, raw materials for enlarging the factory output, and vast opportunity to invest the surplus capital

in exploiting the resources and developing the markets of the backward countries.

The result was an expansion of trade unparalleled in the history of the planet. The value of Great Britain's commerce, expressed in millions of pounds sterling, was 11.1 in 1703, 62.6 in 1800, and 1,232.3 in 1912. The foreign trade of the United States, including imports and exports, expressed in millions of dollars, was 162.2 in 1800, and 2,244.4 in 1900. The possibility of still further expansion is shown by the increase of exports from the United States during the war. Expressed in billions of dollars, these amounted to 2.3 in 1914, and 6.2 in 1917. A competent authority computing the world's commerce in billions of dollars, gives 1.5 as the figure for 1800 and 19 for 1899. This means an increase of 1,233% during the century. In some cases the foregoing figures cannot be vouched for as strictly accurate. They are near enough to the truth, however, to indicate a growth in the commerce of the world that staggers the imagination.

More staggering still is the realization that they represent a potentially centrifugal force. While trade relations under reciprocally favoring conditions may do much to draw peoples together, yet under other conditions such relations may be a potent force in driving them apart. World trade is a great common interest of the nations, but unlike the interests mentioned in the section just above, it is apt under present conditions, to be a highly controversial subject. It is a common interest only in the sense that various nations, the world over, have a stake in it. Unhappily there are strong local interests set over against the commonweal.

One does not grasp the full significance of the modern trade problem until one recognizes that it is the greatest single international concern of the age. This statement is made advisedly. World trade is the measure of the financial interest that the peoples of the earth have in each other—and the financial interest is paramount. There are other common problems, such as those mentioned in the preceding section: Social problems, political ideals, interest of science, art and religion. But it is nevertheless true that in the last analysis it is the problem of wealth that overtops all others. Of course it is very sordid of the world to act in this way, and we who stop to think about the matter are a unit in condemning such an attitude. The world, however, continues stubbornly to pursue its wonted way.

This paramount interest in the problem of wealth is amply illustrated in the history of constitutions. How many of the landmarks of English constitutional history are directly connected with taxation? Magna Carta, the growth of the jury, the origin of the House of Commons, Petition of Right, Bill of Rights, and the Parliamentary crisis of 1909. Why the great English precedent, now almost world-wide in its adoption, that all money bills shall originate in the lower house? Why was the question of trade the immediate cause, and the question of taxation the ultimate cause for calling the Federal Convention in 1787? Why is it that nearly every major political issue in the United States since 1789 has been economic in its direct bearing, as witness freedom or the seas and embargo, the tariff, the banking question, slavery, interstate commerce, and the trusts? The answer is that the ancient and honorable interest of men's pocketbooks has been the paramount practical problem of all time.

Given then the fact of world trade; granted that it has grown with incredible rapidity during the last hundred years; admitted that it is the most vital international problem because it expresses international relations in terms of wealth; granted also that it is one of the interests that have both a general and a local bearing with a consequent conflict of opinion and desire; what is to be the solution of this mighty problem in the world order of the future?

The dictum of Bryce is to capitalize the centripetal and neutralize the centrifugal forces. Are there any historical precedents for the neutralization of such a centrifugal force as that inherent in the conflicting interests of world trade? Perhaps the most significant examples are the abolition of internal customs lines as a prerequisite to the unification or federation of modern nations. The outstanding examples are of course the United States, France, and Germany. Naturally it will be said that the world problem differs in many respects from the problems of any one country. Yet it must be observed again that the world is growing smaller at an amazing rate. So the international problems of today are becoming more and more comparable to the national problems of yesterday.

Yesterday corporation agents claimed that certain great corporate interests were inviolate because they represented private property. Today the same interests are the subject of all man-

ner of legislative and administrative regulation, even to the point of seizure and operation by the government. We have coined the term "public utility" to fit the case. We have recognized that the general interest has superceded the particular interest.

Must we not come to the same conclusion with regard to this greatest of all international interests, world trade? Must not a super-national power deal with it as a world utility? Has not the common interest become paramount to local interests? Has not a nationalistic trade policy become an obsolete as interior customs lines were in France or America a century ago?

It does not lie within the province of this paper to attempt a conclusive answer to these questions. That is the task of the statesman rather than the historian. The attempt of this paper has been merely to point out an historical development and to cite certain precedents in connection. These precedents are presented as suggestive, not conclusive. The question of world trade is vastly complicated. It involves not merely the tariff problem, but questions of navigation, freedom of the seas, the control of vital coastlines and waterways, and the overland transit lines to the highways of the sea.

A great statesman of the present whose judgments proceed from a background of historical knowledge has recognized this problem of trade as fundamental. He has laid down in this connection three principles as basic in the erection of a stable international order: (1) freedom of navigation upon the high seas; (2) access to the sea for inland nations; (3) the removal of economic barriers and an equality of trade relations: these three things to be guaranteed by an international association or federation—a league of nations. Whether history writes this statesman down a visionary or a sage as to the remedy suggested, it will call him seer in his recognition of the ailment of the world.

Recurring finally to Bryce's thesis the conclusion of the whole matter is this: Certain interests of the modern world that are purely or largely local in their bearing may be rendered harmless by a liberal application of local autonomy. Other interests, non-controversial in character, have become worldwide by the development of rapid travel and instantaneous communication. These interests and developments can be and are being capitalized in the new world order. In connection, however, with these increasing centripetal forces, indeed as a result of them, has come the unpar-

alleled growth of world trade. This is potentially an irresistable centrifugal force, because of the conflict, inherent in it, of local interest with the commonwealth.

It is for the historian to present these modern and swift appearing problems in their historical setting and proportion. It is for the statesman to devise a world order in which the centripetal forces may be given full play, and the centrifugal forces neutralized. So may a balance be attained approaching the fine equilibrium of the physical universe. At least, be it hoped, may the centrifugal forces be stayed so that no frightful disintegration shall again occur such as the world has just witnessed.

THE WAR AIMS COURSE IN THE COLLEGES

ALBERT KERR HECKEL, PH.D.
DEAN OF LAFAYETTE COLLEGE

Shortly after the great European war broke out, certain alert instructors of history in American colleges developed courses in the causes and conduct of the conflict. What was at first planned by these few instructors was later imposed by the War Department upon all history teachers in institutions where units of the Students' Army Training Corps were established. The new work was entered upon with interest, indeed with enthusiasm, inasmuch as it was not only a radical departure from the normal college curriculum but it brought to the teacher what seemed to be an opportunity to render a more or less patriotic service. Now that the War Aims course has been in progress for two months, it may be profitable to take stock of its value, that is, its value to the army and also to the college.

When I speak of the War Aims course I emphasize in mind particularly a study of the period of European history which furnishes the background of the Great War. Some teachers think it desirable to define this period as beginning with the Congress of Vienna. This has many advantages, but is hardly expedient in view of the short time allotted to the course. The accession of Bismarck would perhaps be a better starting point. The division of the college year into quarters and the quarterly exodus of students to Officers' Training Camps automatically fixed the allotment of twelve weeks. The Committee on Education of the War Department graciously granted nine hours weekly for the course, three of these for class work and six for the students' outside preparation. If this time were utilized as planned it ought to be adequate week by week, providing there were enough weeks. But twelve weeks are not enough for any comprehensive treatment of the subject. Of the three hours weekly for instruction, only two can be devoted to lectures, the third hour being needed for quiz, making possibly altogether only twenty-four lectures. Twenty-four lectures are too few. And in addition to this time handicap there is another which is not supposed to exist but which the instructor has had to reckon with, nevertheless. Regardless of any zeal which the student may possess for study

and collateral reading, there is the ever potent voice of a Plattsburg lieutenant or top sergeant ready at any moment to drive the student from his quiet place in th ehistory alcove to kitchen police, guard duty, fatigue duty or what not. Or his zeal for knowledge may fall asleep at the very feet of wisdom (if wisdom may be personified in the War Aims lecturer)—a sleep often most honestly earned by fatigued muscles, through strenuous hours of drill prescribed by the military authorities. As was said before, these encroachments of the military upon the academic are not supposed to be, but they are, and they have been from the beginning a deterring influence. But to go back to the time allotment. The twelve weeks period furnishes little opportunity to give even a sketch of the development of democracy in the world—of the steady conflict between the liberal and the reactionary elements in history which culminated in a dominant democratic ideal among European peoples in general, but failed with the Teuton. Nor can there be any adequate study of the growth of nationalism as a controlling factor in bringing about conditions which caused the war. And it is almost impossible to tell in the brief class periods available what is wrong with Germany—to describe the organization and analyze the spirit of Prussian militarism—to depict Germany's social organization with its feudal Junkertum—to point out the defects of German character and the shortcomings of the German national policy—to clear the falsity of her political creed and her philosophy of might. Also, granting that there may be two Germanies—the Germany of the Junker and the nobler Germany of great souls—very little can be done in the short twelve weeks to present the case of the finer Germany—the poets, scientists, musicians, philosophers and civic administrators. In the history of each, there are lights and shadows which must be brought out with faithfulness in order to produce a true picture. Lacking time to present these, the instructor sends his students out from the course in possession of his own generalizations, which give to the students more or less definite impressions but are not balanced in their minds by any sufficient knowledge of facts.

Not only, then, must the bare narrative of political movements be dealt with most meagerly, but we are forced to neglect almost entirely contemporary developments in art, in science, in religion, in social and economic life. And these are the forces in civilization which the modern historian has come to regard as making the very body of a nation's history and giving direction to

its political life. For man is not merely a political animal and history is not merely past politics. Politics are incidental both in men and nations. President Wilson has said that the roots of the present war "run deep into all the obscure soils of history." These obscure soils are not only political and dynastic, they are also economic, scientific, religious, ethnic and social. And yet how much can a student in the War Aims course learn of the Industrial Revolution in Europe and its consequences in domestic affairs and international relations? How much can he learn about socialism and its ramifications in politics? What can he know of the problems of race which the war has brought into the foreground?—What of any of the tremendous factors outside politics which have gone to create the present situation in Europe and which will have prominent consideration at the peace-table? Instead, he is forced to deal with the sordid story of irresponsible monarchs, degenerate nobilities, intriguing diplomats, and with war and devastation and ruin, which are the legacies of these. Cavour must give place to Bismarck, Darwin and Spencer to Bernhardi and Treitschke, the march of civilization to the tread of armies, the development of natural resources to the building of armaments. Altogether, it will not be strange if the student goes out from the War Aims course in possession of a knowledge which savors a little too much of "clothes-line gossip" about a hated neighbor rather than of the substantial facts of history.

In spite of these distressing limitations, however, the professor still has time to make clear the main purpose of the war. And we may be thankful that the purposes on the part of the United States are not sordid or selfish, and that even hellish conflict may be winning a new earth, if not a new heaven.

It is something, also, to have the unusual opportunity which the War Aims course affords, of revealing the evils of undemocratic diplomacy.

Furthermore, the course does present a rare chance to stimulate patriotism. We were advised not to make the course one of propaganda, and yet it could not escape being propaganda. Its greatest service has probably been along this line. In dealing with many highly controversial subjects, the teachers would have to be more than humanly endowed with the scientific spirit, to avoid taking sides. We have been presenting problems and events that are of vital consequence to us, and in the outcome of which

we can feel no indifference. Undoubtedly, it is a most difficult thing to do this and remain impartial; and, it seems to me, the teacher may be pardoned the feeling, though dangerous, that at times there are possibly greater things in the world for him to accomplish than an absolutely cold recital of facts, and a pedantic slavishness to the so-called scientific spirit. Of course, the historian cannot sacrifice truth—even to patriotism. Patriotism is vicious if it is not true. We must have the caution and moderation and self restraint which come from a logical analysis of the mass of accumulated evidence. We do not want any semblance of the spirit which cropped out here and there in some of the four-minute speeches of the Liberty Loan drives. For example, in one of the best theatres in New York City, a speaker appeared on the platform, pulled himself up to his greatest height, and in strutting pride poured forth in orotund voice his patriotic bombast,—how the French and English and Italians had been fighting four years without victory, but it took only a few weeks for our boys to do the job.—Small wonder that an amazed Canadian officer in the audience half rose in his seat and modestly expostulated: "Oh, I say! I say!" It is possible to be patriotic nationally and at the same time true. The patriot who claims the world for his country, and mankind for his kin, is likely not to be a patriot at all. In his desire to embrace the whole human race in his love, he must spread out his affection so thin that it will probably lose at least its patriotic substance. Love of one's country implies preference for it. The other sentiment may be a religion, but not patriotism. In fact, we have shown in this war some resentment of those citizens who were *in* our country but not entirely *of* it.—men and women who, professing a universal love for mankind, were willing to set aside our own national interests for what they called the larger interests of humanity. The War Aims course has served to develop a patriotism which is national and at the some time proportionate. It has substituted a reasonable patriotism for chauvinism.

Unquestionably, also, it has strengthened the morale of our soldiers. It has played at least a modest part in the great campaign of enlightment which is being carried on by the Committee on Public Information. The course has helped to relieve the soldiers of much preplexity and misinformation, which they had when the war broke out in 1914, or even when the United States

entered the war in 1917. They know now that Alsace is not a great lake, one of our frequently quoted American military prisoners to the contrary.

Altogether, the course is probably of more distinct value to the student as soldier than to the student as student. But it is for the soldier that the course was created, and therefore, in spite of necessary handicaps, we have reason to feel that it is justifying its place in a war time curriculum.

So much for the value of this new study to the student himself.—Does it have any value to the teacher as contributing to, or modifying his method? This is a question which as yet can hardly be answered with certainty. The War Department Committee on Education provided in the beginning for a combination of War Aims with English composition; also for advanced War Aims courses in the Governments of Europe and in Philosophy. —In the college which I represent, the eighteen-year old men are given the normal Freshman course in English composition, modified by a weekly lecture on War Issues by the professor of English, and the assignment of war topics for theme writing. The nineteen-year old men are enrolled in a course, History of Europe from 1862 to 1914. The twenty-year old men are permitted to elect a course in government or philosophy or four-minute speaking. Thus the War Aims course, parceled out among different departments in the college, is being taught here and there by men not trained specifically in history. To many history teachers this may seem in measure a return to the old days when the subject of history was taught by any professor who chanced to have room for it on his schedule, regardless of training or equipment. This can hardly have any permanent influence on history teaching, except that the regular professor of history may be able to glean incidently some valuable hints as to angles of approach, from his colleagues who joined the rescuing crew, unbound by traditional methods.

The War Department also stipulated that there should be a weekly quiz period. Here the student is held to account for the lectures and the text assignments, and—which is more important —he is encouraged to ask questions. This plan affords excellent opportunity for discussion of controversial points, and results in an enlivening good,—both to the student and the instructor. Incidentally, the instructor is, thru the quiz, able to see how his

students react to his teaching. I am not certain but that the quiz period might be permanently adopted by the history lecturer in all his courses, to real advantage.

There is one question in method which the War Aims course has answered with some definiteness. It has settled, so far as it is concerned, an old controversy among history teachers as to the wisdom of requiring students to use primary sources in their study. Here, primary sources are imperative. The subject matter is brought down even to the morning newspaper. Moreover, the Committee on Public Information have placed in the hands of students a part of the material from which the history of the War will be written. The Committee, it is true, have moved with remarkable deliberateness in this, being several months behind the teacher in their promised co-operation. Nevertheless, when their material does come, it is valuable. From it the student gets, first hand, information which is illuminating and most satisfying to him. There are, for example, excerpts from the utterances of German writers and public men, which are self-incriminating evidence against Germany. Through them, the student is able to draw his own deductions, regarding the forces which drove Europe into war, and the issues of the war. In the use of sources, the new course may have a vitalizing influence on our teaching methods. And these may be further vitalized by the mere intensity of feeling aroused by the War. In presenting its aims and purposes, teachers have more than ever before, taught from the heart as well as from the head. When the War broke out, we were willing as neutral bystanders to present historical facts with great dispassionateness. But German atrocities were facts, and they were facts which opened our eyes as moral beings to the inhuman qualities of German militarism, and to the ideals of the State which bred militarism. We felt more and more willing to tell the ugly truth about Germany, and to put the Germans in the witness box against themselves. Never before, have we felt more definitely that there are moral forces at work in history making. And as a result, it may be that the teacher of history will, for at least a time, be also something of an advocate.

DISCUSSION

Dr. Frederick C. White of Morris High School, New York City, opened the discussion by calling attention to the use of a syllabus "World War" for use in the high schools. This contains particularly good maps. It can be obtained by writing to Dr. John S. Roberts, Board of Education, New York City.

When asked about the government publications, Professor Schafer volunteered the information that the distribution of the government pamphlets had been given over to the Boston World Peace Foundation. He also advised that a most important work coming from the Committee on Public Information will be the new War Cyclopedia. This will contain about 600 to 700 pages and will be ready about the first of the year.

Professor Schuyler then suggested that the members try to increase the circulation of the Association's own publication, "The Historical Outlook" even though its price for members had been raised temporarily to $2 a year. The question was then brought up as to whether French publications discussing the war aims, peace and reconstruction, were obtainable in this country.

Professor Schafer replied that the French material on the problem of Reconstruction does not seem to have reached this country. He further stated that he has been trying to get material on this problem from the French High Commission. The only material obtainable seems to be on the housing problem in France.

Dean Heckel asked if American scholars had written anything on this subject, whereupon Prof. Schafer replied that Elisha M. Friedman had edited "American Problems of Reconstruction" published by Dutton in 1918. Price $4. Dean Heckel then went on to say that in his opinion most of the problems of Reconstruction belonged to political history and economics.

Professor Schafer then announced that pamphlets would be issued by Mr. Adelot's Committee suggesting to teachers courses on an elective basis. Professor Schafer thought that the discussion of peace would come before the discussion on Reconstruction.

Miss Jessie C. Evans of the Wm. Penn High School, Philadelphia, asked how to meet the problem in the schools in Philadelphia of getting in the regular history courses and also the additional courses on Peace and Reconstruction.

Mr. White agreed that the regular history courses were being omitted and that the war courses were taking their place. He further informed the members that due to the large Bolsheviki element among the students the Board of Superintendents has ordered a course of from 9 to 12 lessons on war aims and ideals in the High Schools. He had found that pacificism, pro-Germanism and radical socialism which had been merely under cover during the war, all cropping up again. Mr. White suggested that the only hope of eradicating that element lay in the influence of the returning boys who are satisfied with America as she is.

Dr. Daniel C. Knowlton, of the Central High School, Newark, N. J., said that the City of Newark is planning to publish a syllabus "Lessons in Democracy" which will be ready about February 1st. This syllabus will show how all subjects may be handled in the light of the war. This syllabus can be used in the elementary and secondary schools.

Miss Evans asked for a suggestion as to how the regular periods of teaching history might not be crowded out in favor of the war courses. She claimed that the teaching of history was the best corrective for this Bolsheviki menace and should therefore be encouraged.

Professor Schuyler made two suggestions:

1. That within the Association's own organization there should be a Committee of Information formed which should send out a list of such books, about once in two months, as have been reported to the Committee by the various members, as helpful at the present moment.

2. A federation of all the History Teachers Associations.

Mr. White informed the members that in New York City the Board of Superintendents has submitted to the Board of Education the following course of study required in the General Course in the City High Schools:

½ year of economics
1 year American History and civics
At least a year of Modern European History
(5 hours a week)

At present optional but soon to be required is a course in Community Civics.

NOTE ON THE EARLY HISTORY OF THE ASSOCIATION*

The Association of History Teachers of the Middle States and Maryland, numbering over three hundred and fifty members, has now been in existence for eighteen years, and a brief outline of its early history is in order.

The first steps toward organizing were taken in the fall of 1901 by Professor Lucy M. Salmon of Vassar College who interested a number of teachers of history in the matter by correspondence. As a result of her labors a call was issued to those interested to attend a conference during the fall meeting of the Association of Colleges and Preparatory Schools of the Middle States and Maryland at Syracuse. This call was signed by E. H. Castle, E. W. Lyttle, W. H. Mace, D. C. Munro, J. H. Robinson, Lucy M. Salmon, J. J. Sheppard and John M. Vincent.

At this conference, Professor James Henry Robinson of Columbia University, was chosen Chairman, and Prof. Salmon and other signers of the call discussed the need of organizing.

The result was a vote to form an association; Prof. E. H. Castle of Teachers College was appointed Secretary-Treasurer, and it was voted to appoint an executive committee with full power, this committee to submit a constitution and by-laws at the first regular meeting, to issue a call for such a meeting and to prepare a program. This committee as appointed by the chairman consisted of J. H. Robinson, Chairman, ex-officio; E. H. Castle, Secretary, ex-officio; Dr. Julius Sachs, Miss Lucy M. Salmon, Miss Jane Brownell, D. C. Munro and Eugene W. Lyttle. [In 1903 the name of H. V. Ames, of the University of Pennsylvania, was substituted for that of D. C. Munro, who had removed to the University of Wisconsin.]

The first session of the Association was held March 13th and 14th, 1903, at Columbia University, where papers and addresses were presented as follows:

"The Apparatus of the Modern Text Book"
C. M. Andrews, Bryn Mawr College

"Some Essentials of a Good Text Book"
John L. Stewart

*This note exists among the records of the Association, and is printed for the information of those who do not possess the early numbers of the Proceedings.

"The Text Book from the Student's Point of View"
Miss Eliza R. Butler, Horace Mann School
Discussion:
A. M. Wolfson, DeWitt Clinton High School, New York
James Sullivan, Commercial High School, New York
Fred Paine, Eastern District High School, Brooklyn
"The Louisiana Purchase"
Wm. M. Sloane, Columbia University
"The Study of Local Institutions"
W. H. Mace, Syracuse University
"Local History in the Schools"
E. W. Lyttle, Inspector of History in the University of the State of New York, Albany
"Work of City History Club of New York Among the Children"
Mrs. Robert Abbé, President City History Club

At the business meeting of the Association, the Constitution, (printed elsewhere in this report) was with a few slight changes adopted as prepared by the Executive Committee.

The report of the committee on nominations previously appointed by the Executive Committee was adopted, the officers for 1903-1904 being:

President, Lucy M. Salmon, Vassar College.
Vice-President, Franklin S. Edmonds, Central High School, Philadelphia.
Secretary-Treasurer, Edward H. Castle, Teachers College.
Ass't Secretary, Arthur C. Howland, Teachers College.
Executive Committee: Herman V. Ames, Univ. of Pennsylvania.
Eugene W. Lyttle, Regent's Office, Albany, N. Y.
William H. Mace, Syracuse University.
J. H. VanSickle, Baltimore, Md.
Julius Sachs, Teachers College.

No complete report of this meeting was printed, as the finances of the Association did not permit the employment of stenographers, but very brief abstracts of most of the papers were printed in a small pamphlet.

Before the meeting of 1904 there was sent to 1500 history teachers and principals, a circular describing the aims of the Association, asking for suggestions as to profitable matters for discussion, and calling attention to the program of the coming

meeting. A similar notice was sent to professors of history in various colleges, enclosing a program of the meeting and urging their support.

The sceond Annual Convention met March 11th and 12th, 1904, at Philadelphia, the sessions being held in Houston Hall, University of Pennsylvania and at the Central High School. Papers and addresses were as follows:

"The Work of the Association"
President Lucy M. Salmon

"The Historical Curriculum in Colleges"
C. H. Haskins, Harvard University

Discussion:
Marshall S. Brown, New York University
J. M. Gambrill, Baltimore Polytechnic Institute

"The work of the Carnegie Institution"
A. C. McLaughlin, Carnegie Institution

"A Precursor"
President John Finley, College of the City of New York

Report of Committee on College Entrance

"Requirements in History"
President Austin Scott, Rutgers College

"Report of Committee on Articulation of Work in History in Colleges and Secondary Schools"
James Sullivan, High School of Commerce, New York City

Discussion
Principal W. I. Hull, Swarthmore College, Principal
Emma G. Sebring, St. Agatha's School, New York City
C. I. Geer, Shady Side Academy, Pittsburgh
J. H. Robinson, Columbia University

At the business meeting it was voted to combine the above two committees and to refer to this body the suggestions accompanying the reports. Superintendent J. H. VanSickle, Baltimore, was chosen President, and M. S. Brown of New York Universlty, Vice-President for the ensuing year.

The third convention was held at the Washington Square building of New York University, March 10th and 11th, 1905.

The following reports and papers were presented:

Report of Committee (preliminary report of the joint committee appointed in 1904.)

"The General Scheme for a High School Curriculum in History"
J. H. Robinson, Columbua University
"English History and its Relation to the Scheme"
C. H. Hull, Cornell University
"American History and Civics in Relation to the Scheme"
James Sullivan, High School of Commerce, New York City
Discussion:
E. J. Goodwin, Second Assistant Commissioner of Education
Albany, New York
J. M. Vincent, Johns Hopkins University
Miss Louise H. Haeseler, High School for Girls, Philadelphia
Edmund S. Noyes, Central High School, Washington
A. C. McLaughlin, Carnegie Institution
The Relation of Geography and History—
"The Early Cartography of the New World and its Value to the Student of the Period"
E. L. Stevenson, Rutgers College
"The Character and Limitations of Geographical Control"
(Illustrated by the Chattanooga Campaign)
Albert P. Brigham, Colgate University
"History Teaching in the Elementary Schools; the General Plan of Work Undertaken by the Committee"
Julius Sachs, Teachers College
"The Present Condition of History Teaching in the Middle States and Maryland"
Paul Monroe, Teachers College
"Foundation Work in History in the first Four Grades"
Cheesman A. Herrick, Central High School, Philadelphia
"The Work of the Fifth and Sixth School Years"
Julius Sachs
"The Work of the Seventh and Eighth School Years"
Principal Frederick Luqueer, Brooklyn
"Some Problems Involved in the Work"
W. H. Mace, Syracuse University
Discussion:
Miss Mary B. Gillmore, Horace Mann School
Mr. M. H. Lucy, Public School No. 21, New York City

The Association voted to publish a full account of the proceedings in the minutes, to make arrangements with at least two other history teachers' associations by which the members might

be supplied with their minutes without extra cost and to authorize the council to make out a plan for the establishing by local conferences. Prof. C. M. Andrews of Bryn Mawr College was chosen President, and Miss Emma G. Sebring, St. Agatha School, New York, Vice-President.

The fourth annual convention of the Association was held in Trenton, N. J., at the State Normal School, March 9th and 10th, 1906. Mr. James Sullivan, of the High School of Commerce, New York, acted as Secretary-Treasurer, and O. J. Cartwright, of the Horace Mann School, New York, as Assistant Secretary, as Professor Castle had been obliged to resign because of illness.

The following papers and reports were presented:

President's Address

Charles M. Andrews, Bryn Mawr College

"The Problem of Correlating the Work in History in the Elementary School, High School and College"

David S. Muzzey, Director of the Department of History, Ethical Culture School, New York

"Differentiation in Treatment of the American Revolution in Elementary School, High School and College"

Almeron W. Smith, Principal of Public School 32, Brooklyn

Discussion:

Miss Eloise Ellery, Vassar College

Katharine F. Belcher, Newark High School

H. C. Pearson, Principal of the Horace Mann Elementary School

"The Training of Teachers for the Teaching of History"

E. G. Bourne, Yale University

Miss Sarah A. Dynes, State Normal School, Trenton, N. J.

George J. Smith, Member of the Board of Examiners of the Department of Education, New York

At the business meeting, Dr. Sullivan reported in behalf of Dr. Sachs, Chairman of the Committee on History in the Elementary Schools that the work of the committee had been combined with that of a similar committee of the American Historical Association of which Dr. Sachs was a member. Resolutions of appreciation and sympathy were adopted to be sent to Professor Castle. Prof. James H. Robinson of Columbia University was elected President, Miss Sarah A. Dynes, State Normal School, Trenton, Vice-President, and Otto G. Cartwright, Horace Mann School, New York, Secretary.

The Fifth Annual Convention was held at Columbia University, March 8th and 9th, 1907. Papers and addresses were as follows:

Topic:

"The Feasibility of the Syllabus Presented at the Providence Meeting of the American Historical Association"

By the Committee of Eight on Elementary History

Paper:

Henry Johnson, Teachers College, New York

Discussion:

Elizabeth Briggs, Dr. Sachs' School, New York
Mabel T. Vandegrift, Princeton Model School
R. H. Wright, Eastern High School, Baltimore
Frances A. Smith, Collegiate School, Passaic

Address:

"The Study of History"

W. W. Sloane, Columbia Nniversity

Topic:

"The Means Other than the Recitation for Stimulating and Testing the Work of History Students in Preparatory School and College."

Papers:

James G. Croswell, Brearley School, New York
Miss Eleanor L. Lord, Woman's College, Baltimore

Discussion:

Miss Lucy M. Salmon, Vassar College
William Fairley, High School of Commerce, Brooklyn
Henry Russell Spencer, Princeton University
S. B. Howe, Jr., High School, Plainfield

At the business meeting, a Committee of Local Conferences was appointed, of which Marshall S. Brown, of New York University, was made chairman. Reports of the work of four local conferences were received. R. W. Wright, of Baltimore, was made chairman of the Committee on Aids to History Teachers with instructions to continue the work. Dr. Cheesman A. Herrick, Central High School, Philadelphia, was chosen President; Miss Eleanor L. Lord, Woman's College, Baltimore, Vice-President, and Henry Johnson, Teachers College, Secretary.

CONSTITUTION

Article I. Name and Purpose

This Association shall be known as the "Association of History Teachers of the Middle States and Maryland." Its purpose shall be two-fold: first, to advance the study and teaching of history and government through discussion and publication and, secondly, to promote personal acquaintance among teachers and students of history.

Article II. Membership

Any one interested in the study or teaching of history in the Middle States and Maryland shall be eligible to membership. Application for membership shall be accepted or rejected by a vote of the Council at its meeting next following the receipt of such application.

Article III. Officers

The officers shall be a president, a vice-president, a secretary (who shall also act as treasurer), and a council, consisting of the foregoing officers, two members elected by the Association, the ex-presidents of the Association, and one delegate from each local conference recognized by the Association. These officers, except the delegates and ex-presidents, shall be elected by ballot at each regular Spring meeting of the Association. In the Council shall be vested the general direction of the affairs of the Association.

Article IV. Meetings

The annual meetings of the Association shall be held at the time and place annually designated by the Council.

Article V. Annual Dues

The membership fee shall be $1.00, payable at the time of the annual meeting.

Article VI. Amendments

This Constitution may be amended at any regular meeting by a two-thirds vote of those present, notice of the proposed amendment having been given at the call for the meeting.

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National Cathedral School, Washington, D. C.

D. MONTFORD MELCHIOR
Girard College

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Baltimore Conference
Percy L. Kaye, Baltimore City College

New York Conference
A. C. Bryan, High School of Commerce, New York City

Trenton Conference
J. Archibald Corlies, High School, Cranford, N. J.

ASSOCIATION OF HISTORY TEACHERS
OF THE MIDDLE STATES AND MARYLAND

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The College of the City of New York, New York, N. Y.

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Secretary-Treasurer
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Central High School, Newark, N. J.

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James Sullivan, State Department of Education, Albany, N. Y.
Edgar Dawson, Hunter College
A. E. McKinley, The Historical Outlook
Henry Johnson, Teachers' College
John M. Vincent, Johns Hopkins University
Jessie C. Evans, Wm. Penn High School, Philadelphia
Marshall S. Brown, New York University

ELECTED

Eloise Ellery, Vassar College
Percy L. Kaye, Baltimore City College

DELEGATES FROM LOCAL CONFERENCES

Baltimore Conference
Ella V. Ricker, State Normal School, Towson, Maryland

New York onference
A. C. Bryan, High School of Commerce, New York City

Trenton Conference
J. Archibald Corlies, High School, Cranford, N. J.

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